CHAPTER-I

Introduction
1.0 Introduction

The teaching practice programme, organized for student teachers in most of the teacher education colleges and departments, seems vague and does not give the student-teachers a precise idea of what is to be achieved by teaching practice. The teacher educators on their part are more eager to assess the overall effectiveness of a student-teacher than help him to develop an effective teacher. The approach is rather global. It is recognized that each bit of teacher behaviour in the classroom has considerable influence on the student's minds. It is the teacher who is active in the class room most of the time. The practice teaching programmes of the teacher training colleges have so far laid emphasis on the content and methodology aspects of teaching. Effectiveness of teaching is to be judged to the extent it has caused learning in child. The communication process of the teacher in the class-room has been found to be mainly responsible for the proper educational growth of the child, although he is also expected to direct the pupils in activities out side the class room in order to enable them to make it necessary
changes in their ways of thinking and acting. Whatever may be the effort to change school practices, ultimately it comes down to the teacher's classroom behaviour, his teaching and the teacher-pupil interaction. The verbal interaction between the teacher and the pupil creates the climate of freedom or restriction for the pupils in the classroom. Not much attention has been paid on studying and analyzing teacher's verbal behaviour. Since the teacher exerts a great deal of influence on the pupils, teacher's behaviour as an important variable in the dynamics of the classroom should attract the attention of teacher education colleges.

A number of techniques are being used currently in India as well as in other countries for the modification of human behaviour. Some of these techniques include T-Groups, role play, programmed learning, achievement motivation training, interaction analysis, micro-teaching, etc. These techniques have become the educational innovations in the training of teachers both at pre-service and in-service levels and have shown promising results in other countries.

Since in last decades, some educational researchers have been trying to develop concept in
terms of which class room interaction could be described, attempts have been made to analyse interaction in a class room. The advantage of class room interaction analysis lies in the fact that its utility has been established as a training tool as well as a tool to measure class room behaviour patterns in the studies of Pareek and Rao (1970a), Sharma (1972), Jangira (1973) and Pangotra (1973). Studies have indicated the effectiveness of interaction analysis in helping teachers to modify their teaching behaviour in the class room. Some of these studies include those by

2. Sharma, S. (1972); Relationship between Patterns of Teacher class room behaviour and pupil's Attainment in terms of instructional objectives." Unpublished Doctoral Dissertation, M.S. University Baroda.


2. Hough, J. B. and Amidon, E. J. (1964a); "Behaviour change in Pre-Service Teacher Preparation: An Experimental Study." College Education Temple University.


Boni (1969), Buch and Santhanam (1970), Pareek and Rao (1971), Sharma (1972), Jangira (1973), and Pangotra (1973) which reported changes in teacher behaviour due to training and feedback.

1.1 TEACHING AND TEACHER BEHAVIOUR:

1.1.1 TEACHING:

A generic definition of teaching has been offered by Smith (1961):
"Teaching is a system of actions intended to induce learning."

A committee of American Educational Research (Bellack 1963) defines it as a form of interpersonal influences aimed at changing the behaviour potential of another person.

According to Amidon and Hunter (1966):
"Teaching is an interactive process, primarily involving classroom talk and occurs during certain definable activities e.g. motivating, planning etc."

The teaching-learning process is considered to be one of the most delicate, complex challenging and significant social process.

The actual classroom teaching, according to Flanders, (1970) exists in a context of social interaction leading to reciprocal contacts between the teacher and pupils. Stolurow and Pahel (1963) state that:

"-------teaching is fundamentally a social process involving communication and interaction between at least two persons—a teacher and a student. The teaching-learning phenomenon occurs in the context of a social situation and hence what superficially appears to be cognitive enterprises acquires a dimension to human relations in its operational stage. The degree of success or failure of the enterprise would depend to the extent to which the leader of the group, the teacher, takes into account the emerging social emotional climate in the classroom and acts accordingly."

1.1.2 Teacher Behaviour:

Flanders' (1970) defines teacher behaviour as 'those acts of the teacher which occur in the context of class-room interaction.' The present study conforms to this concept of teacher behaviour. As teacher behaviour directly affects student behaviour and brings a change, Fladers calls it teacher influences and therefore he has mentioned indirect and direct influences in his category system. Direct influence of the teacher restricts the freedom of action of the students to take part in teaching-learning process, while indirect influence increases freedom of action in teaching-learning process.

According to Ryans (1963) teacher behaviour may be defined simply as the behaviour or activities of persons as they go about doing whatever is required of teachers, particularly activities concerning the guidance or direction of learning.

There are two important postulates implied in these

definitions namely:
1. Teacher behaviour is relative.
2. Teacher behaviour is social.

The implication of definitions of teacher behaviour is that what a teacher does is a product of social conditioning and is relative to cultural setting in which the teacher teaches. It follows that there is nothing inherent in teachers' behaviour which is good or bad, right or wrong, effective or ineffective; it only shows to what extent such behaviour conforms or fails to conform to a particular cultural value or set of objectives relating to (i) the activities expected of a teacher and (ii) the kinds of pupil's learning desired and methods of teaching employed to bring about change in pupils.

Ryans (1963)¹ has suggested two basic assumptions necessary for the theory of teacher behaviour. They are (i) Teacher behaviour is a function of situational factors and characteristics of an individual and (ii) Teacher behaviour is observable.

**Assumption-One:**

Teacher behaviour is the function of situational characteristics of individual teacher or simply that

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¹ Ryans (1963) --- op.cit pp - 8
the teacher behaviour is a function of certain environmental influences and the learned and unlearned characteristics of an individual teacher thus:

\[ \text{ra} = (S_1aM_{10} + OH_{10}) + (S_2aM_{2}OE_2 + OH_20) \]

\[ + \ldots + (SnMn OE_n OH_n 0) \]

where \( \text{ra} \) = Teacher behaviour in situation a

\( S \) = Situation index

\( MO \) = Motivational Organismic indices

\( HO \) = Genetic organismic indices

\[ \text{rt} = ar_a + br_b + \ldots + nr_n + e \]

where \( \text{rt} \) = Over all teacher behaviour, alphabets are corresponding weights (\( a, b \) stand for weights).

\( r_n = Z \) - score of Teacher-behaviour

\( e = Z \) - score of the error-components.

1.2 Pattern of Teacher Behaviour:

It is an obvious fact that teaching consists of teacher behaviour and during the entire process of teaching, many activities or teacher behaviours occur simultaneously or in sequence in a unified way. The set or grouping of such activities or behaviour is known as 'pattern' of teacher behaviour. In lecture method, for example, the pattern consist of an uninterrupted sequence or oral statements by teacher.
In the classroom discourse Bellack and others (1966) found:

"The fundamental pedagogical discourse consisted of a teacher's solicitation followed by a pupil response."

This sequence is frequently followed by a teacher's asking questions, the pupil response and the teacher's reaction to or rating of pupil's response; their occurrence in a given sequence constitute the 'patterns' and recurrence of the patterns constitutes a teaching method.

A 'pattern' has been defined as a short chain of events which occur frequently and can be identified and given a label. Since this often facilitates thinking. In this context, the pattern of teacher classroom behaviour means those chains of events (shortest possible act that a trained observer can identify and record) that a teacher shows while teaching in classroom.

Description of Patterns of Teacher Behaviour:

A teaching method or pattern of teacher behaviour (which are used interchangeably) may be described and identified in a number of ways. One way is to describe the classroom behaviour of an actual teacher who closely approximates to the particular patterns.

Behavioural description of teaching method represents an innovation rather than an established practice in this area. The common practice has been to describe a particular pattern of teaching behaviour in terms of background of thought or practice on which the patterns are based (Gage 1963).1

The following classification (Gage 1963) is an attempt to group patterns of teacher behaviour in terms of origins of the most commonly discussed teaching methods. The following classification of origin of teaching behaviour is offered:

1- Patterns derived from teaching traditions (Illustration: Teacher teaches as he was taught)

2- Patterns derived from social learning in teacher's background.

3- Patterns derived from philosophical traditions (Illustration: A teacher teaches accordance with Frobel, Montessori or Rousseau traditions).

4- Patterns generated by the teacher's own needs (Illustration: A teacher adopts lecture method because he needs to be self-assertive).

5- Patterns generated by condition existing in the school and community (Illustration: A teacher conducts his class in such a way as to produce formal and highly disciplined behaviour because this represents the pattern required by the principal).

6- Patterns derived from scientific research on learning.

1.3 Class-room Interaction Analysis:

Class-room Interaction Analysis refers not to one system but to many systems for coding, spontaneous verbal communication, arranging a data into a useful display and then analysing the results in order to study patterns of teaching and learning. Each system is essentially a process of encoding and decoding, i.e. categories for classifying statements are established, a code symbol is assigned to each category and a trained observer records data by jotting down code symbols. Decoding is a reverse process; a trained
analyst interprets the display of coded data in order
to make appropriate statements about the original
events, which were encoded, even though he may not
have been present when the data were collected.

A particular system of interaction analysis will
usually include (a) a set of categories, each defined
clearly, (b) a procedure for observation and a set of
ground rules which governs the coding procedure,
(c) step for tabulating the data in order to arrange
the display which aids in describing the original
events, and (d) suggestions which can be followed in
some of the more common applications (Flanders, 1970).

Interaction analysis is a technique for
capturing, quantitative and qualitative dimensions of
teacher verbal behaviour in the classroom but as an
observational system, it clearly does not measure all
that occurs. Interaction analysis views the dynamics
of the classroom through a particular lens. What
interaction analysis captures is the verbal behaviour
of teachers and pupils, that is directly related to
the social emotional climate of the classroom.

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1- Flanders, N.A. (1970); "Analysing Teaching Behaviour.
"Addisson Wesley, Reading, Massachusetts. p. 1."
Interaction analysis as a teaching involves a great deal of cognitively oriented busy work. Categories are to be memorised, their use requires practice, tabulation and clerical duties demand attention and the analysis procedures, while interesting, tend to predominate—pushing aside the consideration of how one feels about what one is doing (Flanders 1970). Interaction analysis is nothing more and nothing less than an observation tool which can be used to obtain a fairly reliable record of spontaneous verbal statements. Most teacher influence is exerted by verbal statements, and to determine their quality is to appropriate total teacher-influence. This technique was first developed as a research tool, but every observer we ever hired testified that the process of learning the system and using it in class room was more valuable than anything else he learned in his education course. Since interaction analysis is only a technique, it probably could be applied to teacher education in a fashion that is consistent with philosophy of personal enquiry (Flanders'1963).  

1. Flanders, N.A. (1970) op.cit. pp-14  
1.3.1 Flanders Interaction Analysis Category System and Teacher Behaviour

The Flanders system is concerned with verbal behaviour only, primarily because it can be observed with higher reliability than can nonverbal behaviour. The assumption is made that the verbal behaviour of an individual is the adequate sample of his total behaviour.

In the Flanders system of interaction analysis all teacher statements are classified first, as either indirect or direct. The classification gives central attention to the amount of freedom the teacher grants to the student. In a given situation, therefore, a teacher has a choice. He can be direct, that is, minimizing the freedom of the student to respond or he can be indirect, by maximizing the freedom of the student response. His choice, conscious or unconscious, depends upon many factors, among which are his perceptions of the situations and the goals of the particular learning situation.

In order to make total behaviour or total interaction in the classroom meaningful, the Flanders System also provides for the categorizing of student-talk. A third major section that of silence or confusion, is included in order to account for the
time spent in behaviour other than that which can be classified as either teacher or student-talk. All statements that occur in the class-room then are categorized in one of the three major sections: (a) teacher-talk, (b) student-talk, and a separate category, (c) silence or confusion, used to handle anything else that is not teacher or student-talk.

The larger sections of teacher and student verbal behaviour are sub-divided in order to make the total pattern of teacher-pupil interaction more meaningful. The two sub-divisions for teacher verbal behaviour indirect and direct teacher talk, are further divided into smaller categories. Indirect influence consists of four observation categories: (1) accepting feeling, (2) praising or encouraging, (3) accepting ideas, and (4) asking questions. Direct influence is divided into three categories: (5) lecturing, (6) giving directions, and (7) criticizing or justifying authority. Student-talk is divided into only two categories: (8) responding to teacher and (9) initiating talk. All categories are mutually exclusive of all verbal interaction occurring in the class room.

**Indirect Teacher Behaviour:**

**Category-1:- Acceptance of Feeling:**

The teacher accepts feelings when he says...
he understand how the children feel, that they have the right to have these feelings and that he will not punish the children for their feelings. These kinds of statements often communicate to children both acceptance and clarification of the feeling.

Also included in this category are statements that recall past feeling refer to enjoyable or uncomfortable feelings that are present, or predict happy or sad events. That will occur in future.

In our society people often react to expressions of negative feelings by offering negative feelings in return. Acceptance of these emotions in the classroom is quite rare, probably because teachers find it difficult to accept negative emotional behaviour. However, it may be just as difficult for them to accept positive feelings. Feelings expressed by student may also be ignored by the teacher if he considers the classroom to be a place where people are concerned primarily with idea rather than feelings.

**Category-2. Praise or Encouragement:**

Included in this category are jokes that release tension, but not those that threaten student or are made at the expense of an individual student. Often, praise is a single word: "good," "fine," or...
"right," Sometimes the teacher simply says, "I like what you are doing." Encouragement is slightly different and includes statements such as, "continue."

"go ahead with what you are saying." "Uh, hum; go on; tell us more about your idea."

**Category-3 Accepting Ideas:**

This category is quite similar to category 1; however, it includes only acceptance of student's ideas, not acceptance of expressed emotions. When a student makes a suggestion the teacher may paraphrase the student's statements, restate the idea more simply or summarize what the student has said. The teacher may also say, "well, that's an interesting point of view. I see what you mean." Statements belonging to category -3 are particularly difficult to recognize; often the teacher will shift from using the student's idea to stating the teacher's own idea.

**Category-4 Asking questions:**

This category includes only questions to which the teacher expects an answer from the pupils. If a teacher asks a question and then follows it immediately with a statement of opinion, or if he begins teaching, obviously the question was not meant to be answered. A rhetorical question is not categorized as a question. An example of another kind
of question that should not be classified in category 4 is the following: "What is the word do you think you are doing out of your seat, John?" with proper intonation, the question is designed to get John back in his seat; if such is the case it must be categorized as criticism of the student's behaviour (Category-7).

Questions that are meant to be answered are of several kinds. There are questions that are direct in the sense that there is a right and wrong answer. The question "What are 2 and 2?" is a question that limits the freedom of the student to some extent. Although he can refuse to answer, give the wrong answer, or make a statement of another kind, in general, this kind of question focusses the student's answer more than does a question such as "What do you think we ought to do now?" Questions, then can be very broad and give the student a great deal of freedom in answering. All questions, however broad or narrow, which require answers and are not comments or criticism fall into category-4.

Direct Teacher Behaviour:
Category - 5, Lecture:

Lecture is the form of verbal interaction that is used to give information, facts,
opinions, or ideas to children. The presentation of material may be used to introduce, review, or focus the attention of the class on an important topic. Usually information in the form of lecture is given in fairly extended time period but it may be interpreted with children's comments, question, and encouraging praise.

Whenever the teacher is explaining, discussing, giving opinion, or giving facts or informations, category-5 is used. Rhetorical questions are also included in this category. Category-5 is the one, most frequently used in classroom observation.

Category-6, Giving Directions:

The decision about whether or not to classify the statement as a direction or command must be based on the degree of freedom that the student has in response to teacher's direction. When the teacher says, "Will all of you stand up and stretch?" he is obviously giving a direction. If he says, "John go to the board and write your name." He is giving a direction or command. When he says, "John, I want you to tell me what you have done with your reader." He is still giving a direction.

Category-7, Criticizing or Justifying Authority:

A statement of criticism is one that is
designed to change student's behaviour from nonacceptable to acceptable. The teacher is saying, in effect, "I don't like what you are doing. Do something else." Another group of statements included in this category are those that might be called statements of defence or self-justification. These statements are particularly difficult to detect when a teacher appears to be explaining a lesson or the reasons for doing a lesson to the class. If the teacher is explaining himself or his authority, defending himself against the student, or justifying himself, the statement falls in this category. Other kinds of statements that fall in this category are those of extreme self-reference or those in which the teacher is constantly asking the children to do something as a special favour to the teacher.

Category 1 through 4, those of indirect teacher influence, and categories 5 through 7, those of direct teacher influence, have been described. They are all categories of teacher talk. Whenever the teacher is talking, the statements must be categorized in one of the first seven categories. If the observer decides that with a given statement the teacher is restricting the freedom of the children, the statement is tallied in categories 5, 6, or 7. If on
the other hand, the observer decides that the teacher is expanding freedom of children, the category used is either 1, 2, 3 or 4.

There are three additional categories for use in classroom interaction.

**Student- Behaviour:**

**Category - 8, Student Talk : Response :**

This category is used when the teacher has initiated the contact or has solicited student statements, when the student answers a question asked by the teacher, or when he responds verbally to a direction the teacher has given. Anything that the student says that is clearly in response to initiation by the teacher, belongs to category 8.

**Category - 9, Student Talk : Initiation :**

In general, if the student raises his hand to make a statement or to ask a question when he has not been prompted to do so by the teacher, the appropriate category is 9.

Distinguishing between category 8 and 9 is often difficult. Predicting the general kind of answer that the student will give in response to a question from the teacher is important in making this distinction. If the answer is one that is of a type
predicted by the observer (as well as the teacher and class), then the statement comes under category 8.

When in response to a teacher's question the student gives an answer different from that which is expected from that particular question, then the statement is categorised as 9.

**Other Behaviour**

**Category - 10, Silence or confusion:**

This category includes anything else not included in the other categories. Periods of confusion in communication, when it is difficult to determine who is talking, are classified in this category.

1.3.2 Applications of Interaction Analysis to the Classroom Behaviour Training of Student-Teachers:

Those who have worked in a supervisory relationship with either student teachers or in-service teachers are aware of the difficulties involved in helping teachers and improve their teaching. For a teacher, to improve his teaching three factors should probably be present, (a) the teacher should want to improve (b) the teacher should have a model of the kind of teaching behaviour that he wants to develop and (c) the teacher should get feedback regarding his
progress towards the development of that teaching behaviour which he has conceptualized as his goal. Research on the training of teachers that has involved the use of interaction analysis has indicated that the second and third condition necessary for change, mentioned above are produced by interaction analysis. Not only do the category system and the matrix help the teachers conceptualize the often abstract and nebulous phenomenon of patterns of verbal interaction, but in addition, when used as an observational system, interaction analysis provides the teacher with a means for receiving immediate feedback regarding his verbal teaching behaviour.

In teacher education the ultimate criterion of success or failure can be found in the classroom performance of the teacher. By assuming that classroom interaction is a series of events, and that teaching behaviour consists of acts or patterns of acts, embedded in the chain of classroom events then a first step is to break down the patterns of teaching behaviour into teachable skills. These patterns could be arranged into a series of learning experiences which starts with the simple and proceeds to the more complex. The purpose would be to link knowledge about the student's overt behaviour at each step along the
way so that the regular reinforcement or criticism can come from personal, sequential experience in skill development. The goal of such a programme is to help students explore, investigate and in some cases discover for themselves relationship between teaching behaviour and classroom interaction.

(Flanders, 1970)¹

A second application of interaction analysis is discovering through research how to explain the variation which occur in the chain of classroom events. These explanations are meant to focus on teaching behaviour and its relationship to classroom interaction and educational outcomes. Classroom interaction analysis can be most commonly used whenever it is necessary to record the presence or absence of particular behaviour pattern during a period of observation. Those who assist in preservice and inservice education can learn the skills of interaction analysis to improve their own teaching behaviour as well as to help others to learn some skills. In both preservice and inservice programmes, there is a need to provide teachers the objective informations about their teaching. For this purpose as an observation tool interaction analysis is very

¹ Flanders (1970) op. cit. pp - 14
useful. It's utility has been reported as a tool to
measure classroom behaviour patterns in the studies of
Amidon and Flanders (1963)\textsuperscript{1}, Pankrutz (1967)\textsuperscript{2},
Santhanam (1972)\textsuperscript{3}, Quraishi (1972)\textsuperscript{4}, Lulla (1974)\textsuperscript{5},

\begin{enumerate}
\item Amidon, E.J. and Flanders, N.A. (1963), "The role of the teacher in the classroom." A manual for understanding and improving teachers class behaviour, Minneapolis, Amidon and associates.
\item Quraishi, Z.M. (1972): "Personality, Attitude and classroom Behaviour of Teachers". Unpublished doctoral dissertation, M.S. University, Baroda.
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Patel (1974), Padma (1976), Georg (1976), and Singh (1979) etc.

1.4 Class-room Behaviour Training through Traditional Method:

In India, most of the training colleges use Herbartian Five steps as the training strategy to train the selected pupil teachers. In the beginning of the course the teachers trainees are taught the fundamentals of teaching principles. They are oriented in the teaching steps of different school subjects.


After the orientation courses the student-teachers are sent for practice of teaching. The teachers of training Department supervise the teaching of student teachers on some set points. In general, the teachers comment on the teaching of pupil-teachers on the criteria set by themselves. Most of the teacher-educators go hurriedly in the classroom, write down some insignificant remarks on the criticism books, and come out from the class. The teacher trainees are usually found teaching in haphazard way without taking care of the comments/criticism passed by the supervisor. Some sincere teacher keep in view the steps of particular subject-teaching. The pupil teachers get feedback from such comments of Teacher Educators and thereby improve their classroom teaching. In the present investigation the student-teachers were oriented in traditional teaching methods as described above. Firstly, the control group of student teachers was taught the fundamentals of traditional method. Secondly, the control group was provided chance to practise in quadro. There are four student-teachers in quadro. One of them plays the role of a teacher and next one takes the position of supervisor and the remaining two peers take part as learners. The teacher gets
feed-back from supervisory remarks and thereby modifies his teaching behaviour. Every member of the quadro was given opportunity to practice in quadro. This system of practice teaching is also termed as "peer practice feed-back".

1.5 Classroom Behaviour Training of Student - Teachers and their Teaching Efficiency and Attitude towards Teaching:

It has been presumed that training of student-teacher through FIACS has considerable influence on their teaching efficiency and attitude towards teaching. Effectiveness of teaching is to judge to the extent it has caused learning in pupil. To study the effect of classroom behaviour training of student-teachers through FIACS on their teaching efficiency and attitude, one should define the term teaching efficiency and attitude.

Teaching Efficiency and Teacher Effectiveness:

Attempts have been made to identify effective teaching behaviour but no clear solution was found out in this respect. Hence it is difficult to define the teaching efficiency or Teacher's effectiveness. Each investigator has reported different criteria of teacher's effectiveness. Many
attempts have been made to identify effective teaching behaviour and its relation to personality and attitudes. But it is doubtful whether there is such a thing as teaching type of personality, hence persons of even different personality characteristics seem to achieve equal degree of success in practical teaching. Therefore, one can not take a rigid stand either in respect of a particular set of personality traits that an efficient teacher should possess or the degree to which each of the personality traits is desirable.

However, Jangira (1982) has analysed the organization of classroom teaching into its different skills. On the basis of this analysis, he has given the Teaching Assessment Battery (T.A.B.) for observer. It contains 20 items corresponding to 20 teaching skills. The investigator has used the Teaching Assessment Battery (form o) to assess the performance level of student-teachers.

Attitude Towards different Institutional procedures:

There are several popular definitions given by different social scientists of the term "attitude". They are listed as follows:

'An attitude is a tendency to act' (Faris, 1928) ¹

'Readiness for attention or action.'
(Baldwin, 1905)¹

'Feeling for or against something.'
(Remmers and his associates, 1960)²

'An attitude is a degree of positive or negative effect associated with some psychological object.'
(Thurstone, 1946)³

By psychological object, he means any issue under study such as school teaching behaviour, systems of education etc.

According to Freeman ⁴:

"An attitude is a dispositional readiness to respond to certain situations, persons or objects in a consistent manner, which has been learnt and has become one's typical mode of response.

⁴ Freeman, F.S. Theory and practice in Psychological Testing.
According to Anastasi (1982) \(^1\):

"An attitude is often defined as a tendency to react favourably or unfavourably towards a designated class of stimuli, such as a national issue, a custom, an institution or a process; It is evident that when so defined, attitudes can not be directly observed, but must be inferred from overt behaviour, both verbal and non-verbal. In actual practice, the term "attitude" has been most frequently associated with social stimuli and with emotionally toned responses.

Opinion is sometimes differentiated from attitude, but the proposed distinctions are neither consistent nor logically defensible.

Attitude scales, typically yield a total score indicating the direction and intensity of the individual's attitude towards a company, policy or other stimulus category such as a method of teaching or training. In general, in all attitude scales, respondents indicate their agreement or disagreement with a series of statements about the object of the attitude. In the present research, Teacher Attitude Inventory (T.I.A.)

constructed by Dr. S.P. Ahuluwalia was used to measure the attitude of student-teachers who are subjected to traditional and FIACS training strategies. Hence, TAI contributes to the evaluation of two types of instructional procedures (Traditional and FIACS) designed to modify particular attitude.

1.6 Class-room Behaviour Training of Student Teachers and its Effect on Pupil’s Achievement:

Many attempts have been made to find out the effect of training strategy on the pupils achievements. Flanders(1965) discovered significant relationship between class-room teaching behaviour and pupils achievement. On the basis of several studies he concluded that indirect teacher influence is related to higher pupil achievement as compared to direct teacher influence. Some studies failed to reveal significant relationship between classroom behaviour and pupil achievement. In the present study an attempt has been also made to find out the effect of classroom

Flanders,N.A.(1965);"Teacher Influence, pupil Attitudes and Achievement",Coperative Research Monograph No.—12 u.s. office of Edu. The University of Michigan, School of Education.

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behaviour training of student teachers through FIACS on their pupil's achievements. To understand the pupil's achievements or pupil's learning, the term achievement must be clearly explained and defined.

Achievement: Meaning and Definition:

Pupil's achievements means what he learns or acquires out of teaching performed by a teacher. A teacher creates learning conditions for their students. A teacher exhibits different activities to bring out desired pupil's learning. He behaves differently as the classroom situation demands. A teacher always tries to modify his class-room teaching behaviour through effective training strategy which in turn results in desired pupil's educational achievement. This educational achievement of the pupils can be measured through suitable achievement tests. An achievement test can be defined in the following paragraph:

An Achievement Test: Definition:

According to Super (1967), 'An achievement or proficiency test is used to ascertain what and how much has been learnt or how well a task has been performed'.
According to Ebel (1965)¹:

"An achievement test is one designed to measure a student's group or somebody's knowledge or his proficiency in certain skills."

According to Freeman (1965)²:

"A test of educational achievement is one designed to measure knowledge, understanding or skills in a specified subject or a group of subjects."